



# Canvas Course Design and Accessibility Checklist

## Contents

1. Course Information & Expectations.....	2
2. Course Structure .....	3
3. Course Content .....	4
4. Student Activities & Interaction .....	4
5. Assessments.....	5
6. External Resources.....	6
7. Course Accessibility .....	7
8. Instructor Supports .....	7
9. Mobile App Considerations .....	8

## How to Use:

- ★ (1-star) rating indicates an **Essential** and standard design component to online learning (including the top 10 Foundational items).
- ★★ (2-star) rating is considered **Best Practice** and adds value to a course.
- ★★★ (3-star) rating is **Exemplary** and elevates learning.

## 1. Course Information & Expectations

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★ Foundational	<b>1.1 The Home Page</b> provides a visual representation of the course, a brief course description or introduction, clear instructions for students (e.g., Meet the Instructor, Course Orientation, Modules...), and quick and easy navigation to current content.	<a href="#">How Do I Change the Course Home Page?</a>
<input type="checkbox"/> ★ Foundational	<b>1.2 Course Navigation</b> is clear and consistent (unused items are hidden).	<a href="#">How do I manage Course navigation Links?</a>
<input type="checkbox"/> ★ Foundational	<b>1.3 Course Outcomes</b> are clearly stated and measurable. Module/Unit learning outcomes are measurable and aligned with Course Learning Outcomes. Learning Outcomes, learning activities, and assessments are aligned.	<a href="#">Faculty Guide: Aligning Course Outcomes with Assessments</a>
<input type="checkbox"/> ★	<b>1.4</b> A course <b>Syllabus</b> is available and includes Instructor Information and Communication Guidelines; Course description, purpose, and structure; Course Learning Outcomes; Attendance and Participation Policy; Grading Policy; Schedule of assignments, activities, and assessments; The minimum technology requirements for the course are clearly stated; Technical skills and digital information literacy expected of the students are clearly stated; Accessibility Policies; Link to the <a href="#">Accessibility Services</a> website.	<a href="#">How do I use the Syllabus as an instructor?</a>
<input type="checkbox"/> ★	<b>1.5</b> Instructor has provided <b>contact information</b> which may include biography, availability information, communication preferences, response time, and picture.	
<input type="checkbox"/> ★	<b>1.6 Course card</b> provides a visual representation of the subject by adding an image in Course Settings.	<a href="#">How do I add an image to a course in the Dashboard?</a>
<input type="checkbox"/> ★	<b>1.7</b> Course contains information and links to <b>institutional resources</b> (e.g., HC Campus Resources on the Home Page and Library Resources in the Course Navigation Menu).	<a href="#">HC Campus Resources</a> <a href="#">Library Resources</a>
<input type="checkbox"/> ★★	<b>1.8</b> The course includes <b>instructions (or links)</b> for all required technologies and tools used (e.g., Instructions on how to enroll in MyMathLab on Pearson).	
<input type="checkbox"/> ★★★	<b>1.9</b> Students have opportunities for <b>course feedback</b> throughout the course. The instructor uses formal and informal feedback to improve subsequent course revisions.	

## 2. Course Structure

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★ Foundational	<b>2.1</b> All links, files, videos, and external <b>URLs</b> are active and working.	<a href="#">How do I validate links in a course?</a>
<input type="checkbox"/> ★	<b>2.2</b> Content is “chunked” into manageable pieces by leveraging <b>modules and pages</b> (e.g., organized by units, chapters, topics, or weeks). When possible, Canvas <b>Pages</b> are used to present content instead of linking to external URLs or files in the module’s flow.	<a href="#">What are Modules?</a>
<input type="checkbox"/> ★	<b>2.3</b> Each content item type is <b>formatted consistently</b> to make expectations predictable (e.g., all assignments, discussions, and quizzes are formatted to include the directions, followed by the guidelines, and a technical support area that links to help guides).	<b>Refer to the Helena College Template in Commons</b>
<input type="checkbox"/> ★	<b>2.4</b> <b>Course files</b> needed for learning activities are available for download and meet accessibility guidelines.	<a href="#">How do I upload a document in the Rich Content Editor?</a>
<input type="checkbox"/> ★★	<b>2.5</b> Students can introduce themselves (e.g., Discussion: Self-Introduction/Getting to Know You Survey), which is designed to build a <b>sense of community</b> and establish rapport.	<b>Refer to the Helena College Template in Commons</b>
<input type="checkbox"/> ★★	<b>2.6</b> Modules and items within modules have a <b>thoughtful naming convention</b> (e.g., name the module “Week 1: Constitutional Law,” not just “Week 1”).	<a href="#">Mastering Modules: A Guide to Organizing Your Content in Canvas</a>
<input type="checkbox"/> ★★	<b>2.7</b> Modules begin with an Introduction/Overview to <b>activate knowledge</b> and end with a Wrap-Up page <b>summarizing</b> each module. (e.g., Overview & To-Do List and Wrap-Up & Looking Ahead).	<b>Refer to the Helena College Template in Commons</b>
<input type="checkbox"/> ★★	<b>2.8</b> The modules include <b>Text headers and indentation</b> to help guide student navigation.	<a href="#">How do I add text header as a module item?</a>
<input type="checkbox"/> ★★★	<b>2.9</b> Module <b>completion requirements</b> and/or <b>prerequisites</b> are utilized to provide course structure, pacing, and flow.	<a href="#">How do I add prerequisites to a module?</a>
<input type="checkbox"/> ★★★	<b>2.10</b> Students may choose from <b>options for differentiation</b> to demonstrate mastery in <b>MasteryPaths</b> .	<a href="#">How do I use Mastery Paths in course modules?</a>

### 3. Course Content

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★ Foundational	<b>3.1 Copyright law</b> is followed. Course follows Copyright, Fair Use Guidelines, and Creative Commons licenses. Resources are appropriately cited.	<a href="#">Canvas Guide: Copyright Resources</a>
<input type="checkbox"/> ★ Foundational	<b>3.2 Course materials</b> are clearly stated, current, diverse, and supportive of the learning outcomes content. They are built logically and increase understanding and difficulty.	
<input type="checkbox"/> ★	<b>3.3 Content</b> is at the appropriate reading level.	
<input type="checkbox"/> ★	<b>3.4 Uses inclusive language</b> respecting student identity, experience, and background (heritage, family, socioeconomic).	
<input type="checkbox"/> ★	<b>3.5 Content is appropriate</b> for the students and permitted by the program to use the content. Content adheres to state laws and regulations if applicable.	
<input type="checkbox"/> ★★★	<b>3.6 Personalized learning</b> is evident through opportunities for choice.	
<input type="checkbox"/> ★★★	<b>3.7 Content</b> utilizes various <b>instructional tools</b> and <b>media types</b> (e.g., text, video, and images) to engage different learning styles.	
<input type="checkbox"/> ★★★★	<b>3.8 Includes additional vocabulary</b> specific to assist English Students and readers below reading level in gaining a more complete understanding (e.g., perjury is a term that would be used in a history course but not always defined. English Students and readers below grade level would benefit if it were defined).	
<input type="checkbox"/> ★★★★★	<b>3.9 Readings have multiple supports</b> for readers who are at a higher or lower level.	

### 4. Student Activities & Interaction

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★ Foundational	<b>4.1 Learning activity descriptions and instructions</b> are clear and detailed, including instructor expectations and clear expectations for creating the learning product. Instructions are <b>platform-neutral</b> (mobile and browser friendly) to minimize student confusion.	
<input type="checkbox"/> ★ Foundational	<b>4.2 Students</b> are provided detailed directions on <b>how</b> and <b>where</b> to <b>submit work</b> . Instructor <b>availability</b> and <b>response time</b> are clearly communicated.	

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★	<b>4.3</b> Expectations for student <b>engagement</b> are clearly stated.	
<input type="checkbox"/> ★	<b>4.4</b> Task matches the <b>submission type</b> — discussion, assignment, quiz, audio or visual recording, handwritten or typed, etc.	
<input type="checkbox"/> ★	<b>4.5</b> Task and submission requirements are <b>appropriate for teaching methods</b> – synchronous, asynchronous, or blended.	<a href="#">Course Formats at Helena College</a>
<input type="checkbox"/> ★	<b>4.6</b> Activities include <b>student-student interaction</b> to foster a sense of community (e.g., discussions, constructive collaboration, and peer reviews).	
<input type="checkbox"/> ★	<b>4.7</b> Activities include <b>student-instructor interaction</b> (e.g., instructor actively engages in authentic conversations and provides quality feedback).	
<input type="checkbox"/> ★	<b>4.8</b> Activities include <b>student-content interaction</b> (e.g., students interact with engaging content and resources).	
<input type="checkbox"/> ★★	<b>4.9</b> Activities include <b>student-self interaction</b> for opportunities for low-stakes self-evaluation and self-assessment of mastery (e.g., pre-assessments, self-assessments, and reflections on learning).	
<input type="checkbox"/> ★★★	<b>4.10</b> <b>Videos or animations</b> are included in the directions to <b>model and clarify</b> the expectations of an activity. (e.g., use <a href="#">Canvas Studio</a> to create instructional videos).	
<input type="checkbox"/> ★★★★	<b>4.11</b> <b>Sample assignments</b> are provided to assist students in understanding expectations.	

## 5. Assessments

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★ Foundational	<b>5.1</b> Learning activities directly <b>tie into a learning outcome</b> , or the tasks <b>provide scaffolding</b> to reach the outcome.	<a href="#">Faculty Guide: Aligning Course Outcomes with Assessments</a>
<input type="checkbox"/> ★	<b>5.2</b> Formative and summative assessment forms are <b>consistently used throughout the course</b> .	
<input type="checkbox"/> ★	<b>5.3</b> Various <b>assessment formats</b> (e.g., discussions, quizzes, and individual and group assignments) are employed to enhance student engagement and foster active learning.	

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★	<b>5.4</b> Low-stakes ( <b>formative</b> ) <b>assessments</b> occur frequently throughout the course to measure knowledge, skills, and attitude and occur before high-stakes assessments.	<a href="#">Best Practices for Formative and Summative Assessments in Canvas</a>
<input type="checkbox"/> ★	<b>5.5</b> High-stakes ( <b>summative</b> ) <b>assessments</b> are aligned with stated learning outcomes.	
<input type="checkbox"/> ★	<b>5.6</b> Assessments support instructors using <b>SpeedGrader</b> to score and provide prompt, high-quality feedback. Feedback allows for revision and continual improvement of learning experiences.	<a href="#">What is SpeedGrader?</a>
<input type="checkbox"/> ★★	<b>5.7 Grading criteria</b> are clear, consistent, and available at the beginning of the course. Specific and descriptive criteria are provided for the evaluation of student's work, including grading and rubrics.	<a href="#">Canvas Guide: Rubrics</a>
<input type="checkbox"/> ★★	<b>5.8</b> Graded assignments, quizzes, and tests are <b>appropriately weighted</b> to reflect the impact of the assessment.	<a href="#">How do I weight the final course grade based on assignment groups?</a>
<input type="checkbox"/> ★★★	<b>5.9</b> Assessments are <b>linked to Outcomes</b> to demonstrate mastery by learning outcomes.	<a href="#">Faculty Guide: Aligning Course Outcomes with Assessments</a>

## 6. External Resources

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★	<b>6.1</b> External links are <b>reliable sources</b> and always <b>available</b> (i.e., not behind a subscription paywall or limited to a number of articles per month).	
<input type="checkbox"/> ★	<b>6.2</b> External sites are <b>accessible</b> to all students by meeting <a href="#">W3C standards</a> .	
<input type="checkbox"/> ★	<b>6.3 External tools</b> (e.g., Teams Assignment, Khanmigo Teachers Tools, Lucid, etc.) are relevant to course content and support active learning techniques. LTIs are used when available versus a link to the resource.	<a href="#">MS Teams Assignments</a> <a href="#">Khanmigo Teacher Tools</a>
<input type="checkbox"/> ★	<b>6.4 Links</b> to external content, documents, or learning resources are relevant to the task and <b>appropriate for student use</b> . Consideration is given to other materials on the site, advertising, and institution firewalls.	<a href="#">How do I validate links in a course?</a>

## 7. Course Accessibility

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★	<b>7.1 The Accommodation Statement</b> is present and easily located (e.g., in the <b>Syllabus</b> or as an independent document in the <b>Before You Begin...Please Start Here</b> Module).	
<input type="checkbox"/> ★ Foundational	<b>7.2</b> Web tools and/or software are utilized to identify and correct <b>accessibility issues</b> within the course (e.g., YuJa Panorama).	<a href="#">YuJa Panorama Accessibility Tool</a>
<input type="checkbox"/> ★	<b>7.3 Color</b> enhances the aesthetic appeal and effectiveness of the course; sufficient contrast between text and background makes information easy to read, and the color is not used in isolation to convey meaning.	
<input type="checkbox"/> ★	<b>7.4 Images</b> (e.g., banners, headings, and icons) support course content and accompany text descriptions ( <b>Alt text</b> ) or captions for more complex descriptions.	
<input type="checkbox"/> ★	<b>7.5 Styles</b> (e.g., Paragraphs, Headings 1, 2, 3, Bulleted/Numbered Lists, etc.) are used to format text.	
<input type="checkbox"/> ★	<b>7.6 Hyperlink</b> text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., <a href="https://helenacollege.edu/">https://helenacollege.edu/</a> ) and includes words and phrases to provide context for screen-readers (e.g., use “ <a href="#">Helena College Website</a> ” rather than “Helena College”).	
<input type="checkbox"/> ★	<b>7.7 Audio</b> materials (mp3, wav, etc.) accompany a transcript, and <b>videos/screencasts</b> have accessible captions (e.g., Use <a href="#">Canvas Studio</a> ).	
<input type="checkbox"/> ★★	<b>7.8 Tables</b> are used appropriately and are accessible by having assigned scope (e.g., Table Styles, caption, and/or heading row/table).	

## 8. Instructor Supports

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★	<b>8.1 Answer keys</b> are provided for instructor-graded assignments.	
<input type="checkbox"/> ★★	<b>8.2 Specific information</b> is included unpublished in content for the instructor to help teach (e.g., sensitive topics, additional external resources).	

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★★	<b>8.3</b> Use <b>Student View</b> to ensure a smooth and effective learning experience for students.	<a href="#">How do I view a course as a test student using Student View?</a>
<input type="checkbox"/> ★★★	<b>8.4 Synchronous session supports</b> are included for courses with blended or synchronous components (e.g., activities that lend themselves to synchronous student actions, outline for a synchronous session).	

## 9. Mobile App Considerations

If your students use a mobile app, consider the following. Search “Instructure” to find free teacher and student apps available for iOS and Android.

Yes ✓	Criteria	Resources
<input type="checkbox"/> ★	<b>9.1 Preview your course in the Canvas mobile app</b> to experience it from a mobile user's perspective. Make any necessary revisions or adjustments to improve the mobile experience. Check your course in both light mode and dark mode.	<a href="#">Canvas Teacher App</a> <a href="#">Canvas Student App</a>
<input type="checkbox"/> ★	<b>9.2</b> Consider the length of text passages in content and assessments, as they may require excessive scrolling and <b>may not display optimally on smaller screens.</b>	<a href="#">Canvas Teacher Mobile Features</a>